

The Influence of School Principal Leadership and Work Environment on Teacher Work Motivation in Elementary School

Siti Solekha

Universitas PGRI Semarang, Indonesia

soledath77@gmail.com

Sumarno

Universitas PGRI Semarang, Indonesia

sumarno@upgris.ac.id

Rasiman

Universitas PGRI Semarang, Indonesia

rasiman@upgris.ac.id

Abstract: This study investigates the impact of school principal leadership and work environment on elementary school teachers' work motivation in Sarwas 3, Pemalang District. Using a correlational quantitative approach with 130 teacher respondents, data were analyzed via linear regression. Results show that principal leadership significantly influences teacher motivation, contributing 61.2%, while work environment contributes 30.7%. Together, they explain 62.5% of the variance in motivation. Key factors include interpersonal leadership and managerial support. The findings highlight the crucial role of effective leadership and supportive work environments in enhancing teacher motivation and performance. Recommendations focus on improving leadership skills and fostering a culture of recognition to sustain teacher motivation.

Keywords: School principal leadership; Teacher work motivation

Abstrak: Penelitian ini mengkaji pengaruh kepemimpinan kepala sekolah dan lingkungan kerja terhadap motivasi kerja guru SD di Sarwas 3 Kecamatan Pemalang. Metode kuantitatif korelasional digunakan dengan sampel 130 guru. Data dikumpulkan melalui kuesioner dan dianalisis menggunakan regresi linier. Hasil menunjukkan kepemimpinan kepala sekolah berpengaruh positif signifikan dengan kontribusi 61,2% terhadap motivasi kerja guru. Lingkungan kerja juga berpengaruh positif signifikan dengan kontribusi 30,7%. Secara simultan, kedua variabel memengaruhi motivasi guru sebesar 62,5%. Dimensi kepemimpinan interpersonal dan dukungan manajerial lingkungan kerja menjadi faktor utama dalam mendorong motivasi. Penelitian ini menegaskan pentingnya kepemimpinan efektif dan lingkungan kerja kondusif untuk meningkatkan motivasi dan kinerja guru. Rekomendasi praktis meliputi peningkatan kompetensi kepemimpinan kepala sekolah dan pengembangan budaya penghargaan di sekolah guna mendukung motivasi guru secara berkelanjutan.

Kata Kunci: Kepemimpinan kepala sekolah; Motivasi kerja guru.

INTRODUCTION

Education holds an essential position in national development as the central pillar for improving the quality of human resources¹. Beyond transferring knowledge and skills, education also plays a role in shaping social values relevant to contemporary dynamics. Teachers, as the spearhead of this process, occupy a central position in the success of learning².

Teacher success largely depends on work motivation, which determines their effectiveness in designing and implementing learning³. Teachers with high motivation tend to be more creative, innovative, and dedicated, which directly improves the quality of education⁴. Internal factors, such as personal drive, and external factors, such as principal leadership and the work environment, influence teacher motivation⁵.

Studies from Tanzania and Rwanda emphasize that participatory leadership and a positive school culture significantly encourage teacher motivation, reduce turnover, and improve academic achievement⁶. These findings demonstrate consistency between international and national evidence on the close relationship among work climate, leadership, and teacher motivation. For example, Fauzan noted that highly motivated teachers can create practical and enjoyable learning environments and are more responsive to technological developments and innovative methods⁷. Conversely, low motivation reduces the quality of teaching and student achievement⁸. In this

¹ Ratih Nurhidayati, Dedi Setiawan, and Maya Lestari, "Pendidikan Sebagai Pilar Penguatan SDM: Tinjauan Konseptual Dan Strategi Implementasi," *Jurnal Pendidikan Indonesia* 13, no. 1 (2024): 1–12.

² Muhammad Syalwa and Amin Suriansyah, "Peran Guru Dalam Peningkatan Mutu Pendidikan Dasar," *Jurnal Ilmu Pendidikan* 17, no. 2 (2021): 85–94.

³ Muhammad Rinaldi, Amir Suhaimi, and John Dalle, "Analisis Motivasi Kerja Guru Dalam Perspektif Teori Herzberg," *Jurnal Pendidikan Dan Pembelajaran* 27, no. 2 (2021): 109–19.

⁴ Henry N Tambingon, "Peran Kepala Sekolah Dalam Meningkatkan Motivasi Kerja Guru," *Jurnal Manajemen Pendidikan* 5, no. 2 (2020): 130–42.

⁵ Muhammad Sukri and Sari Yuliana, "Dampak Lingkungan Kerja Dan Kepemimpinan Terhadap Motivasi Guru Di Sekolah Negeri," *Jurnal Ilmu Pendidikan Nusantara* 11, no. 1 (2025): 50–60; Rahman Akbar, "Pengaruh Gaya Kepemimpinan Kepala Sekolah Terhadap Motivasi Kerja Guru Di Sekolah Dasar," *Jurnal Administrasi Dan Kependidikan* 10, no. 1 (2023): 22–30.

⁶ Abigail Zeitlin, "Teacher Motivation, Workplace Conditions, and Professional Development in Africa." RISE Programme Working Paper Series" 20/040 (2020): 1–9.

⁷ Hendra Fauzan, "Dimensi Motivasi Kerja Guru: Kajian Teoritis Dan Praktis," *Jurnal Kependidikan Dan Keislaman* 9, no. 2 (2021): 108–15.

⁸ Ellya Andiani, Hesti Fitria, and Eddy Sudirman, "Motivasi Guru Dan Kinerja Mengajar Dalam Perspektif Lingkungan Kerja," *Jurnal Manajemen Pendidikan Indonesia* 9, no. 1 (2024): 55–64.

regard, school principals play a role in keeping teachers inspired through moral support and effective management⁹.

A conducive work environment with adequate facilities and a collaborative culture has been empirically proven to increase teacher satisfaction and motivation. On the contrary, the lack of facilities and interpersonal conflicts among colleagues hinder motivation¹⁰. In terms of leadership styles, both national and international research shows that participatory, democratic, and transformational styles significantly enhance commitment, sense of belonging, and teacher motivation, whereas authoritarian styles increase stress and reduce morale¹¹.

Teachers in Sarwas 3, Pemalang District, often felt a lack of support from their principals and work environment. Data from Pemalang District's Education Report Card indicates persistent weaknesses in education quality, particularly in instructional leadership and curriculum management, both of which are closely related to teacher motivation. The lack of facilities and limited community support have also contributed to stagnant teaching quality. Furthermore, low work motivation may lead to burnout, which can undermine both teaching quality and teacher well-being¹². Herzberg's motivation theory also emphasizes the importance of recognition, reward, and achievement in enhancing job satisfaction¹³.

By integrating the two main factors —principal leadership and the work environment — this study aims to examine their influence on elementary school teachers' work motivation in Sarwas 3, Pemalang District. The novelty of this study lies in: (1) its combined approach that simultaneously examines both factors, providing a more comprehensive understanding; (2) its specific local context, with unique socio-cultural-economic characteristics and educational

⁹ Rahma Zarwini, Lia Nur Ahyani, and Yuni Fitriani, "Persepsi Guru Terhadap Dukungan Kepala Sekolah Dan Implikasinya Terhadap Motivasi Kerja," *Jurnal Evaluasi Pendidikan* 13, no. 1 (2022): 67–75.

¹⁰ Muhammad Sukri and Sari Yuliana, "Dampak Lingkungan Kerja Dan Kepemimpinan Terhadap Motivasi Guru Di Sekolah Negeri," *Jurnal Ilmu Pendidikan Nusantara* 11, no. 1 (2025): 50–60.

¹¹ Rahman Akbar, "Pengaruh Gaya Kepemimpinan Kepala Sekolah Terhadap Motivasi Kerja Guru Di Sekolah Dasar," *Jurnal Administrasi Dan Kependidikan* 10, no. 1 (2023): 22–30; Ratna Indraswati, Rudi Marzuki, and Ahmad Nurdin, "Transformational Leadership and Teacher Motivation: A Structural Equation Model," *International Journal of Educational Management* 37, no. 1 (2023): 95–110.

¹² Abigail Zeitlin, "Teacher Motivation, Workplace Conditions, and Professional Development in Africa." RISE Programme Working Paper Series" 20/040 (2020): 1–9.

¹³ Muhammad Rinaldi, Amir Suhaimi, and John Dalle, "Analisis Motivasi Kerja Guru Dalam Perspektif Teori Herzberg," *Jurnal Pendidikan Dan Pembelajaran* 27, no. 2 (2021): 109–19.

challenges; and (3) the use of updated empirical data, expected to generate applicable and contextually relevant recommendations for local stakeholders.

Although numerous studies have examined the influence of principal leadership or work environment on teacher motivation, most have analyzed these factors separately. For instance, Ramli & Ninghardjanti investigated leadership style and school environment, but did not evaluate their simultaneous interaction¹⁴. Meanwhile, Musthofa et al. explored their combined effects alongside professionalism, but their study was limited to Islamic schools, making it less generalizable to public elementary schools. Additionally, most of these studies employed cross-sectional quantitative data, which are less capable of fully exploring causal mechanisms¹⁵.

Previous studies have separately examined the effects of principal leadership¹⁶ and work environment¹⁷ on teacher motivation. However, these studies have not fully integrated the two variables into a single comprehensive analytical model. Moreover, the majority focused on urban school contexts with relatively sufficient resources, which do not adequately represent conditions in elementary schools located in resource-limited areas such as Sarwas 3, Pemalang.

Although Harahap identified issues regarding the lack of principal support and work environment in this region, the study did not quantitatively test the simultaneous effects of principal leadership and work environment on teacher motivation¹⁸. On the other hand, international studies, such as those by Grayson and Alvarez, highlight the importance of supportive working conditions and leadership in preventing burnout and fostering teacher

¹⁴ Muhamad Ramli and Rini Ninghardjanti, "Peran Kepemimpinan Kepala Sekolah Dan Lingkungan Kerja Dalam Meningkatkan Kinerja Guru," *Jurnal Manajemen Dan Supervisi Pendidikan* 9, no. 2 (2024): 123–34.

¹⁵ Ahmad Musthofa, Hesti Kusumawati, and Dwi Nurfajri, "Hubungan Antara Gaya Kepemimpinan, Lingkungan Kerja, Dan Profesionalisme Dengan Motivasi Guru," *Jurnal Kepemimpinan Pendidikan Islam* 8, no. 1 (2024): 41–53.

¹⁶ Rahman Akbar, "Pengaruh Gaya Kepemimpinan Kepala Sekolah Terhadap Motivasi Kerja Guru Di Sekolah Dasar," *Jurnal Administrasi Dan Kependidikan* 10, no. 1 (2023): 22–30; Henry N Tambingon, "Peran Kepala Sekolah Dalam Meningkatkan Motivasi Kerja Guru," *Jurnal Manajemen Pendidikan* 5, no. 2 (2020): 130–42.

¹⁷ Elly Andiani, Hesti Fitria, and Eddy Sudirman, "Motivasi Guru Dan Kinerja Mengajar Dalam Perspektif Lingkungan Kerja," *Jurnal Manajemen Pendidikan Indonesia* 9, no. 1 (2024): 55–64.

¹⁸ Sari Harahap, "Analisis Kepemimpinan Kepala Sekolah Dan Lingkungan Kerja Terhadap Motivasi Guru Di Pemalang," *Jurnal Pendidikan Dasar Nusantara* 6, no. 2 (2021): 70–78.

engagement¹⁹. Nevertheless, Indonesia's cultural and structural dynamics present unique challenges that remain underexplored in the global literature.

Therefore, there exists a significant research gap in understanding the interaction between principal leadership and work environment in shaping teacher motivation in the context of elementary schools located in peripheral areas with limited facilities and complex social dynamics. This article seeks to address this gap by presenting updated empirical evidence from Sarwas 3 and offering an integrative approach that enriches theoretical perspectives while serving as a strategic reference for developing education policies tailored to local needs.

LITERATUR REVIEW

Teacher Work Motivation

Teacher work motivation is a psychological drive that influences teachers' enthusiasm, commitment, and dedication in carrying out their professional duties optimally. Robbins and Judge define motivation as a process that initiates, directs, and sustains behavior toward achieving goals²⁰. This drive consists of intrinsic needs, such as personal satisfaction and the desire to grow, as well as extrinsic incentives, such as recognition and rewards from external sources²¹. Furthermore, Slamet emphasizes that teacher motivation is a complex process, encompassing readiness for innovation in teaching and consistent efforts to improve student learning outcomes²².

Maslow's classical theory of basic needs explains that individuals, including teachers, have a hierarchy of needs ranging from physiological to self-actualization; fulfilling lower-level needs facilitates the pursuit of higher-level needs, such as esteem and self-actualization in the teaching profession. Meanwhile, Herzberg distinguishes between "motivators," such as recognition, responsibility, and achievement, and "hygiene factors," such as organizational policies and working conditions. In the context of elementary schools, Herzberg's framework shows that motivators enhance intrinsic satisfaction,

¹⁹ John L Grayson and Hector K Alvarez, "School Climate Factors Relating to Teacher Burnout: A Mediator Model," *Teaching and Teacher Education* 24, no. 5 (2008): 1349–63.

²⁰ Stephen P Robbins and Timothy A Judge, *Organizational Behavior. 17th Ed* (New Jersey: Pearson, 2017), 42.

²¹ Rina Fajar, *Psikologi Guru Dalam Menghadapi Era Revolusi Industri 4.0* (Bandung Alfabeta: Alfabeta, 2021), 112.

²² Slamet Mulyadi, *Motivasi Kerja Dan Etos Guru Profesional* (Yogyakarta: Deepublish, 2020), 45.

while hygiene factors prevent dissatisfaction that could undermine teachers' morale²³.

Contemporary research complements these theories. Nuraini found that positive psychological states such as self-confidence and institutional recognition strongly correlate with increased teacher motivation²⁴. This is supported by Sujiono, who concluded that teachers who are satisfied with their work and receive recognition tend to be more effective in teaching. Thus, teacher motivation can be understood as the interaction between intrinsic drives and external support from schools.

Teacher work motivation arises from a complex combination of internal and external factors. On the internal side, Mulyana identifies appreciation and recognition from the environment as the primary foundation of intrinsic motivation²⁵. Hasibuan empirically demonstrates that teachers who receive recognition for their achievements are motivated to continue developing their competencies²⁶. Simanjuntak further highlights that strong self-esteem positively affects teacher motivation and instructional quality²⁷.

Externally, support from the school leadership and the availability of professional development policies play an essential role. Prayitno finds that principal support and professional development opportunities significantly boost teacher enthusiasm²⁸. Sanjaya emphasizes the importance of professional autonomy: teachers granted flexibility in designing instructional materials and methods tend to be more motivated²⁹. Adequate physical facilities, such as classrooms and digital learning tools, also contribute to intrinsic motivation, as shown by Rini and Lestari³⁰.

²³ Anna Riana Suryanti Tambunan, Fuad Abdul Hamied, and Wachyu Sundayana, "EFL Teachers' Motivation and Competence in an Indonesian Context as Assessed within the Framework of Maslow's and Herberg's Theories," *Indonesian Journal of Applied Linguistics* 8, no. 1 (2018): 68–78.

²⁴ Ani Nuraini, "Hubungan Antara Motivasi Dan Kinerja Guru Di Sekolah Dasar," *Jurnal Evaluasi Pendidikan* 6, no. 2 (2022): 97–103.

²⁵ Asep Mulyana, *Manajemen Pendidikan Dan Motivasi Guru* (Jakarta: Bumi Aksara, 2019), 56.

²⁶ Marzuki Hasibuan, *Manajemen Sumber Daya Manusia* (Jakarta: Bumi Aksara, 2020), 102.

²⁷ Hendri Simanjuntak, *Psikologi Pendidikan Untuk Guru* (Jakarta: Prenadamedia Group, 2021), 88.

²⁸ Eko Prayitno, *Psikologi Pendidikan Untuk Guru* (Surakarta: UNS Press, 2022), 75.

²⁹ Wahyu Sanjaya, *Kepemimpinan Pendidikan: Konsep Dan Aplikasi Di Sekolah* (Jakarta: Kencana, 2023), 45.

³⁰ Anita Rini and Tina Lestari, "Dampak Sarana Dan Prasarana Terhadap Motivasi Guru," *Jurnal Pendidikan Dan Pembelajaran Dasar* 3, no. 2 (2021): 30–38.

Fauzan (2021, p. 110) categorizes teacher motivation into five main dimensions: (1) **Intrinsic**: personal satisfaction and self-development, (2) **Extrinsic**: recognition and leadership support, (3) **Professional Commitment**: dedication to duties and educational standards, (4) **Job Satisfaction**: aspects of work that drive enthusiasm, (5) **Social Influence**: positive support and interactions within the school environment. Each of these dimensions contributes synergistically to improving teacher work motivation; highly motivated teachers tend to demonstrate professionalism and innovation in teaching³¹.

Principal Leadership

School principal leadership is a key factor in creating a conducive school climate. Mulyasa defines principal leadership as the ability to manage human and material resources to foster optimal learning conditions.³² Yukl differentiates between transactional leadership, focused on exchanges and performance-based rewards, and transformational leadership, which emphasizes vision, inspiration, and staff empowerment³³.

Sukardi adds that principals must be able to provide strategic direction, motivate teachers, and ensure effective implementation of educational policies³⁴. Robbins highlights the importance of open communication and teacher empowerment so that teachers feel valued and actively engaged³⁵. Slamet and Widodo emphasize the importance of leadership that builds interpersonal interactions and team collaboration³⁶. Arifin underscores that managerial skills, particularly in conflict management and constructive feedback, can motivate and support teachers' professional growth.

Supriyadi (2021, p. 75) classifies the main dimensions of principal leadership as follows: (1) **Vision and Strategy**: formulating a clear school vision, (2) **Resource Management**: managing personnel and meeting educational needs, (3) **Professional Development**: providing training and support for teacher growth, (4) **Decision-Making**: establishing policies

³¹ Hendra Fauzan, "Dimensi Motivasi Kerja Guru: Kajian Teoritis Dan Praktis," *Jurnal Kependidikan Dan Keislaman* 9, no. 2 (2021): 108–15

³² E Mulyasa, *Manajemen Pendidikan: Teori Dan Aplikasi* (Bandung: Remaja Rosdakarya, 2017), 89.

³³ Gary Yukl, *Leadership in Organizations. 8th Ed* (New Jersey: Pearson, 2013), 45-60.

³⁴ Teguh Sukardi, *Manajemen Kepemimpinan Kepala Sekolah* (Malang: UM Press, 2020), 112.

³⁵ Stephen P Robbins, *Prinsip-Prinsip Perilaku Organisasi* (Jakarta: Erlangga, 2015), 210.

³⁶ Slamet Hadi, *Manajemen Lingkungan Sekolah: Teori Dan Praktik* (Yogyakarta: Deepublish, 2021), 134; Agus Widodo, *Kolaborasi Dan Interpersonal Skill Dalam Kepemimpinan* (Bandung: Rosdakarya, 2022), 76.

promptly and accurately, (5) **Interpersonal & Collaborative Skills**: fostering harmonious relationships and collaboration³⁷.

Recent studies identify ten key indicators influencing teacher motivation: a clear vision and mission, intensive communication, professional support, empowerment, performance recognition, fairness, conflict management, well-defined goals and challenges, teacher participation in decision-making, and provision of adequate resources³⁸.

Work Environment

Teachers' work environment encompasses physical, social, psychological, and organizational-cultural conditions. Fajar stresses the importance of balance among collegial relationships, adequate facilities, and a productive organizational culture³⁹. Sutrisno underlines that synergy among these elements shapes teacher motivation and productivity, while Junaidi points to the quality of social relations and managerial policies as the main determinants of workplace climate.

Sari and Prasetyo categorize the work environment into five dimensions: (1) **Physical**: facilities, classroom design, lighting, (2) **Social**: interpersonal relations and teamwork, (3) **Psychological**: positive atmosphere and low stress, (4) **Organizational**: policies and managerial support, (5) **Recognition**: appreciation for teacher achievement⁴⁰. These indicators can be further specified to include room cleanliness, comfort, open communication, vocational support, fairness of policies, recognition, goal clarity, healthy psychological conditions, and teacher involvement in institutional decisions⁴¹.

³⁷ Teguh Supriyadi, “Dimensi Kepemimpinan Kepala Sekolah Dan Pengaruhnya Terhadap Semangat Kerja Guru,” *Jurnal Manajemen Pendidikan* 6, no. 1 (2021): 70–80.

³⁸ Lina Ningsih and Dewi Fitriana, “Pengaruh Gaya Kepemimpinan Terhadap Kinerja Guru Melalui Motivasi Sebagai Variabel Mediasi,” *Jurnal Manajemen Dan Supervisi Pendidikan* 6, no. 1 (2022): 25–38; Andi Suhardi and Maya Yuliana, “Kepemimpinan Transformasional Dan Motivasi Guru,” *Jurnal Kepemimpinan Dan Manajemen Sekolah* 3, no. 2 (2021): 55–64; Rini and Lestari, “Dampak Sarana Dan Prasarana Terhadap Motivasi Guru”; Maya Yuliana and Dedi Rahmat, “Model Kepemimpinan Yang Efektif Dalam Meningkatkan Motivasi Guru,” *International Journal of Educational Policy* 4, no. 1 (2022): 10–19.

³⁹ Rina Fajar, “Hubungan Lingkungan Kerja Dan Produktivitas Guru,” *Jurnal Manajemen Pendidikan Islam* 8, no. 2 (2022): 110–18.

⁴⁰ Yuni Sari and Hadi Prasetyo, “Dimensi Lingkungan Kerja Dan Kaitannya Dengan Motivasi Intrinsik,” *Jurnal Psikologi Dan Pendidikan* 5, no. 1 (2023): 42–51.

⁴¹ Eko Haryanto and Siti Asari, “Komponen Lingkungan Kerja Dan Dampaknya Terhadap Motivasi Guru,” *Jurnal Administrasi Pendidikan* 10, no. 1 (2022): 44–52; Indra Tanjung and Anita Yuliana, “Faktor Lingkungan Psikologis Yang Mempengaruhi Motivasi Guru,” *Jurnal Psikologi Pendidikan* 7, no. 1 (2023): 58–65; Sari Utami and Maman Ramli, “Peran Kepala Sekolah Dalam Mewujudkan Lingkungan Kerja Yang Sehat,” *Jurnal Administrasi Pendidikan* 4, no. 3

Based on the literature review above, teacher work motivation is strongly influenced by: (1) balance between intrinsic and extrinsic needs; (2) visionary and supportive principal leadership; and (3) a conducive work environment including adequate facilities, positive values, and participatory opportunities. In the context of Sarwas 3, Pemalang, with geographical challenges, limited facilities, and local social dynamics, the literature above provides a strong foundation. Risks of burnout, low recognition, and limited structural support become pressing priorities that must be addressed through responsive leadership and reforms in the work environment.

RESEARCH METHODOLOGY

This study employed a quantitative approach to analyze the relationships and effects among variables statistically. This approach was chosen because it is systematic and objective in collecting and analyzing numerical data, thus providing an accurate description of the influence of school principals' leadership and work environment on teachers' work motivation. A quantitative approach is considered appropriate for research that evaluates relationships among variables using statistical methods⁴². It also enables the collection of standardized numerical data and findings that can be generalized to a broader population⁴³. The type of research used is correlational research, which seeks to determine the relationship or influence between two or more variables without manipulating them. This method is relevant in the educational context because multiple factors interact and influence teachers' work motivation⁴⁴.

The study was conducted in public elementary schools within the Sarwas 3 area of Pemalang District. This location was chosen because it is considered representative of the conditions of elementary schools in the district and highly relevant to local education policy. Furthermore, the site was relatively accessible for direct data collection.

The research design employed a quantitative correlational approach to identify the relationship and influence between the independent variables (school principals' leadership and work environment) and the dependent variable (teachers' work motivation). A correlational design is deemed suitable

(2022): 88–96; Sari Dewi and Hadi Santoso, "Lingkungan Kerja Dan Pengaruhnya Terhadap Kinerja Guru Di Sekolah Dasar," *Jurnal Ilmiah Pendidikan* 12, no. 3 (2021): 55–67.

⁴² Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, Dan R&D* (14th Ed.) (Bandung: Alfabeta, 2020), 85.

⁴³ John W Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. 5th Ed (Los Angeles: SAGE Publications, 2018), 12.

⁴⁴ Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2018), 102.

for measuring statistical relationships among variables without intervention⁴⁵. Data were analyzed using simple linear regression and multiple linear regression to examine the effects of each independent variable and their combined influence on teachers' work motivation.

The research variables consisted of: **Y (Teachers' Work Motivation):** (1) **Intrinsic**, (2) **Extrinsic**, (3) **Professional Commitment**, (4) **Job Satisfaction**, (5) **Social Influence**. **X₁ (School Principal's Leadership):** (1) **Vision and Strategy**, (2) **Resource Management**, (3) **Professional Development**, (4) **Decision-Making**, (5) **Interpersonal & Collaborative Skills**. **X₂ (Work Environment):** (1) **Physical**, (2) **Social**, (3) **Psychological**, (4) **Organizational**, (5) **Recognition**. Measurement of the variables was carried out using a Likert-scale questionnaire (1–5) reflecting respondents' perceptions based on specific indicators of each variable.

The population of the study consisted of all 192 elementary school teachers in Pemalang District. A sample of 130 teachers was selected using the Slovin formula with a 5% margin of error⁴⁶. The sampling technique applied was proportional random sampling to ensure representation from each school proportionally and to reduce bias.

The research instrument was developed based on an indicator grid for the variables, then tested for validity and reliability. Validity was tested using the Pearson product-moment correlation technique to measure the suitability of items with theoretical constructs⁴⁷. Reliability was tested using Cronbach's alpha coefficient, where an instrument is considered reliable if $\alpha > 0.6$. These tests were crucial to ensure that the data collected were both valid and consistent⁴⁸.

Data analysis was conducted using inferential statistics with the aid of SPSS. The analysis began with tabulation and descriptive statistics, such as mean and standard deviation. Subsequently, classical assumption tests were carried out: normality tests (Kolmogorov-Smirnov/Shapiro-Wilk), multicollinearity tests (tolerance > 0.1 and VIF < 10), heteroscedasticity tests (Glejser), and linearity tests (Deviation from Linearity). Hypothesis testing was conducted using simple and multiple linear regression as well as Pearson correlation

⁴⁵ John W Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. 5th Ed (Los Angeles: SAGE Publications, 2018), 45.

⁴⁶ Deni Darmawan, *Metode Penelitian Kuantitatif* (Bandung: Remaja Rosdakarya, 2020), 98.

⁴⁷ Sofian Siregar, *Statistik Parametrik Untuk Penelitian Kuantitatif: Dilengkapi Dengan Perhitungan Manual Dan SPSS* (Jakarta: Bumi Aksara, 2021), 45.

⁴⁸ Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2018), 113.

analysis to determine the strength and direction of the relationships among variables.

RESULTS AND DISCUSSIONS

This study was conducted to examine the influence of school principals' leadership and the work environment on teachers' work motivation in elementary schools in Sarwas 3, Pemalang District, Pemalang Regency. Data were obtained from 130 teacher respondents who completed a Likert-scale questionnaire. The variables studied included Teacher Work Motivation (Y), School Principal Leadership (X1), and Work Environment (X2).

Based on the descriptive statistical results, teachers' work motivation had a mean of 132.32 with a standard deviation of 5.476 and a range of 23, indicating a relatively high level of work motivation. The school principal leadership variable had a mean of 133.02 with a standard deviation of 5.097 and a range of 25. Meanwhile, the work environment had a mean of 131.39 with a standard deviation of 6.665 and a range of 33. These results suggest that all three variables fall into the "fairly good" category according to the score classification used.

Respondents' perceptions of teacher work motivation were measured using five dimensions and 30 items. Of the 130 respondents, the frequency distribution indicated that 7.7% rated work motivation as very good, 16.9% as good, 26.2% as relatively good, 36.2% as poor, and 13.1% as very poor. The average score for work motivation fell within the interval of 132–136, categorized as reasonably good. Measurement of school principal leadership using five dimensions and 30 items showed that 4.6% of respondents rated it very good, 14.6% good, 45.4% fairly good, 22.3% poor, and 13.1% very poor. With a mean score of 133.02 within the 132–136 interval, respondents' perceptions of principal leadership were also classified as reasonably good. The work environment variable, measured with five dimensions and 30 items, yielded a maximum score of 150 and a minimum of 117. Frequency distribution showed that 1.5% rated it very good, 18.5% good, 32.3% fairly good, 34.6% poor, and 13.1% very poor. With a mean of 131.39 within the 131–137 interval, the work environment was also categorized as reasonably good. A summary is presented in Table 1 below.

Table 1. Summary of Descriptive Statistics

Variable	Mean	Standard Deviation	Range
Teacher Work Motivation (Y)	132.32	5.476	23
School Principal Leadership (X1)	133.02	5.097	25
Work Environment (X2)	131.39	6.665	33

Factor analysis results for teacher work motivation indicated that the extrinsic motivation dimension had the highest extraction score (0.745), while professional commitment had the lowest (0.641). This suggests that teachers' professional commitment remains relatively weak, particularly in aspects such as engaging in interactive teaching methods and utilizing educational technology. For principal leadership, the interpersonal and collaborative leadership dimension scored highest (0.965), whereas vision and strategy scored lowest (0.606). Interpersonal and collaborative leadership reflected effective practices, such as recognition of teacher performance, fairness, conflict resolution, and the provision of clear challenges. For the work environment, organizational and managerial support had the highest extraction score (0.936), while recognition and appreciation had the lowest (0.617). Strong managerial support underscores the vital role of principals in creating a conducive and productive work environment.

Before regression analysis, prerequisite tests were conducted, including normality, multicollinearity, linearity, and heteroscedasticity tests. The Kolmogorov-Smirnov normality test confirmed that the data for all three variables were normally distributed (significance > 0.05). Multicollinearity tests showed no issues, with VIF values below 10 and tolerance above 0.10. Linearity tests confirmed a linear relationship between the independent and dependent variables. The Glejser test for heteroscedasticity indicated no heteroscedasticity, as significance values exceeded 0.05 for all variables.

Pearson correlation analysis between school principal leadership and teacher work motivation yielded $r = 0.723$ ($p < 0.01$), indicating a strong positive relationship. ANOVA results showed an F-value of 140.212 ($p < 0.05$), confirming that principal leadership significantly influences teacher work motivation. The coefficient of determination (R^2) was 0.523, meaning that school principal leadership contributes 52.3% to teacher work motivation. The simple regression equation obtained was: $\hat{Y} = 28.981 + 0.777X_1$. The t-test results reinforced the significant positive influence of principal leadership on teacher work motivation, with a t-value of 11.841 ($p < 0.05$). The analysis showed a strong and significant correlation between school principal leadership and teacher work motivation ($r = 0.783$, $p < 0.05$). Interpersonal and

collaborative leadership had the highest loading factor (0.965), highlighting strong relationships of trust and support between principals and teachers. Conversely, the vision and strategy dimension had the lowest factor loading (0.606), though it remained convergently valid.

Multiple regression analysis yielded a high correlation (R) of 0.771 and a coefficient of determination (R^2) of 0.595, suggesting that the independent variables jointly explained 59.5% of teacher work motivation. ANOVA for the multiple regression showed an F-value of 93.241 with significance at 0.000 (<0.05), indicating that principal leadership and work environment simultaneously had a significant influence on teacher work motivation. The multiple regression equation obtained was: $\hat{Y} = 24.686 + 0.515X_1 + 0.298X_2$, meaning that improvements in both school principal leadership and work environment collectively enhance teacher work motivation. The adjusted R^2 value of 0.625 showed that the two variables together explained 62.5% of the variance in teacher work motivation in Sarwas 3, Pemalang District. A summary is presented in Table 2 below.

Table 2. Summary of Regression Results

Regression Model	Coefficient (b)	t/F Value	Significance	R^2	Contribution (%)
Simple Regression (X1)	0.777	t = 11.841	<0.05	0.523	52.3
Simple Regression (X2)	0.563	t = 10.636	<0.05	0.469	46.9
Multiple Regression	X1: 0.515, X2: 0.298	F = 93.241	<0.05	0.595	59.5

Regression test results confirmed that both school principal leadership and work environment significantly influenced teachers' work motivation in elementary schools in Sarwas 3, Pemalang District. Individually, principal leadership contributed 52.3% to teachers' work motivation, with a regression coefficient of 0.777 and strong statistical significance, while the work environment contributed 46.9% with a regression coefficient of 0.563 and equally strong relevance. When tested simultaneously through multiple regression analysis, both variables explained 59.5% of the variance in teachers' work motivation (62.5% after adjustment), with a significant F-value at the 95% confidence level. Thus, enhancing principal leadership alongside fostering a supportive work environment proves highly effective in improving teachers' work motivation.

Theoretically, principal management plays a crucial role in teachers' professional development, ensuring the teaching and learning process runs optimally. The primary strategies employed are supervisory and collaborative

leadership. Adequate supervision assists teachers in carrying out their duties more effectively. Hence, strong school principal leadership significantly fosters teacher professionalism and motivation.

As academic supervisors, principals are responsible for planning, implementing, and following up on supervision to enhance teachers' professional competencies. Law No. 12 of 2005 on Teachers and Lecturers underscores the importance of principals in supporting teachers' capacity to meet national education standards. Teachers' work motivation reflects their ability to plan and deliver effective instruction, with principals playing a central role in motivating and assisting teachers in overcoming instructional challenges.

Several empirical studies support these findings. Putra and Wibowo reported that transformational leadership of principals had a significant positive effect on teachers' work motivation in secondary schools, with effective communication and emotional support being key⁴⁹. Rahmawati and Wulandari found that collaborative leadership contributed significantly to improving teachers' enthusiasm through continuous coaching and supervision⁵⁰. Nugroho and Santoso confirmed that responsive leadership enhanced teachers' intrinsic motivation, thereby improving instructional quality⁵¹. Similarly, Hidayati and Prasetyo showed that participatory management by principals created a conducive school climate that boosted teacher motivation⁵². Lestari and Wahyudi also highlighted that consistent academic supervision enhanced both teacher motivation and professional performance⁵³.

These findings are reinforced by Jamaluddin, Istofa, and Suremi, who found significant positive effects of principal leadership on teacher motivation across different educational levels⁵⁴, and by Lestari and Wahyudi, who confirmed that stronger leadership practices substantially improved teacher

⁴⁹ Andi Putra and Agus Wibowo, "Pengaruh Kepemimpinan Transformasional Kepala Sekolah Terhadap Motivasi Kerja Guru," *Jurnal Administrasi Pendidikan* 5, no. 3 (2020): 1–10.

⁵⁰ Sri Wulandari and Ani Rahmawati, "Lingkungan Fisik Sekolah Dan Budaya Mutu," *Jurnal Administrasi Pendidikan* 8, no. 1 (2021): 78–89.

⁵¹ Bambang Nugroho and Sugeng Santoso, "Pengaruh Kepemimpinan Responsif Kepala Sekolah Terhadap Motivasi Intrinsik Guru," *Jurnal Manajemen Pendidikan* 6, no. 2 (2019): 1–10.

⁵² Nurul Hidayati and Riko Prasetyo, "Pengaruh Kepemimpinan Kepala Sekolah Dan Manajemen Partisipatif Terhadap Motivasi Kerja Guru," *Jurnal Pendidikan Dan Manajemen* 9, no. 2 (2022): 1–12.

⁵³ Siti Lestari and Dedi Wahyudi, "Pengaruh Supervisi Akademik Terhadap Motivasi Kerja Guru," *Jurnal Pendidikan* 4, no. 1 (2020): 1–10.

⁵⁴ Jamaluddin, Dian Nisa Istofa, and Bety Suremi, "Pengaruh Kepemimpinan Kepala Sekolah Terhadap Motivasi Kerja Guru Di MA Swasta Nururroddhiyah Kota Jambi," *Jurnal Manajemen Dan Ilmu Pendidikan* 4, no. 1 (2022): 91–100.

motivation⁵⁵. International studies further support these conclusions. De Voto et al. found that principal leadership significantly enhanced teacher motivation and performance⁵⁶, while Masterson et al. emphasized the importance of transformational leadership in fostering teacher motivation and instructional practice⁵⁷. A meta-analysis by Hulpia et al. confirmed the positive relationship between school leadership and teacher motivation⁵⁸, and Thoonen et al. highlighted the role of leadership and organizational factors in strengthening teacher motivation⁵⁹.

Pearson correlation analysis showed $r = 0.685$ ($p < 0.01$), indicating a strong positive relationship between the work environment and teacher work motivation. ANOVA results yielded an F-value of 113.123 ($p < 0.05$), confirming that the work environment significantly influenced teacher motivation. The coefficient of determination (R^2) was 0.469, meaning that the work environment contributed 46.9% to teacher work motivation. The simple regression equation was: $\hat{Y} = 58.379 + 0.563X_2$. The t-test produced a value of 10.636 ($p < 0.05$), reinforcing the significant positive effect of the work environment on teachers' motivation. Correlation results further showed a moderate but significant relationship ($r = 0.554$, $p < 0.05$). The work environment variable included five dimensions: physical environment, social relationships among colleagues, emotional well-being, managerial support, and recognition and appreciation. Managerial support and organizational dimensions scored highest (loading factor = 0.936), underscoring the importance of school management in fostering a conducive environment. Recognition had the lowest loading factor (0.617) but remained valid.

Studies by Collie et al. found that a favorable school climate and supportive work environment significantly enhanced teacher motivation and

⁵⁵ Le Siti Lestari and Dedi Wahyudi, "Pengaruh Supervisi Akademik Terhadap Motivasi Kerja Guru," *Jurnal Pendidikan* 4, no. 1 (2020): 1–10

⁵⁶ Craig De Voto et al., "Transformational Leadership and Teacher Motivation: Evidence from International Schools," *Educational Management Administration & Leadership* 51, no. 2 (2023): 245–63.

⁵⁷ Mary Masterson, James O'Connell, and Laura Finley, "The Impact of Transformational Leadership on Teacher Motivation and Classroom Practice," *Teaching and Teacher Education* 96 (2020): 103177.

⁵⁸ Hester Hulpia, Karine Devos, and Francisca Rosseel, "The Relationship between School Leadership and Teacher Motivation: A Meta-Analysis," *Educational Research Review* 6, no. 2 (2011): 125–36.

⁵⁹ Erik E. J. Thoonen et al., "How to Improve Teaching Practices: The Role of Teacher Motivation, Organizational Factors, and Leadership Practices," *Educational Administration Quarterly* 47, no. 496–536 (2011).

well-being⁶⁰. Van Maele and Van Houtte highlighted that trust within the work environment mitigates burnout and improves motivation⁶¹. Klassen et al. (2013) emphasized that supportive work settings strongly influence teacher motivation and engagement⁶², while Skaalvik and Skaalvik underscored the importance of a conducive work environment in improving motivation and reducing burnout⁶³.

CONCLUSION

Based on the results of data analysis and hypothesis testing, it can be concluded that school principals' leadership has a positive and significant effect on elementary school teachers' work motivation in Sarwas 3, Pemalang District. This finding is evidenced by a t-value of 16.440, which is greater than the t-table value of 1.978, and a significance level of $0.000 < 0.05$, thereby confirming the first hypothesis. The influence of school principals' leadership on teachers' work motivation reached 52.3%. In addition, the work environment also exerts a positive and significant effect on teachers' work motivation, as indicated by a t-value of 8.710 with a significance level of $0.000 < 0.05$, thus supporting the second hypothesis. The contribution of the work environment to teachers' work motivation amounted to 46.9%. Furthermore, school principals' leadership and work environment simultaneously had a positive and significant impact on teachers' work motivation, as shown by an F-value of 93.241, which is greater than the F-table value of 3.07, and a significance level of $0.000 < 0.05$. The combined effective contribution of these two independent variables to teachers' work motivation was 59.5%, reinforcing the understanding that effective leadership and a supportive work environment are key factors in fostering optimal work motivation.

Nevertheless, this study has several limitations. First, it was conducted only in one elementary school cluster in Pemalang District, which restricts the generalizability of the findings. Second, other variables that may influence teachers' work motivation, such as work engagement and job satisfaction, were not included in the analysis. Third, the study relied solely on quantitative data and did not incorporate qualitative insights to deepen the understanding of the

⁶⁰ Rebecca J. Collie, Erika C. Shapka, and Michael A. Wyn, "School Climate and Social Emotional Learning: Predicting Teacher Stress, Job Satisfaction, and Teaching Efficacy," *Journal of Educational Psychology* 104, no. 4 (2012): 1189–1204.

⁶¹ Dimitri Van Maele and Mieke Van Houtte, "Trust in School: A Pathway to Inhibit Teacher Burnout?," *Journal of Educational Administration* 49, no. 1 (2011): 46–58.

⁶² Robert M. Klassen, Timothy P. Y. Khan, and John L. T. Marie, "Teachers' Work Engagement, Burnout, and Motivation: A Meta Analysis," *Educational Research Review* 10 (2013): 30–44.

⁶³ Einar M. Skaalvik and Sidsel Skaalvik, "Teacher Self-Efficacy and Teacher Burnout: A Study of Relations," *Teaching and Teacher Education* 26, no. 4 (2010): 1059–69.

findings. For future research, it is recommended to expand the study to include more schools and broader regions to achieve more representative results. Additionally, incorporating other variables such as work engagement, job satisfaction, or aspects of organizational behavior would provide a more comprehensive understanding of the factors influencing teachers' work motivation. Future studies may also combine quantitative and qualitative methods to enrich the analysis and provide more applicable recommendations for human resource development in education.

Practical Recommendations. First, for the Department of Education, Youth, and Sports of Pemalang Regency, it is recommended to strengthen the leadership capacity and competence of school principals through specialized training, particularly in the "vision and strategy" dimension, which requires further development. Training in strategic leadership and participatory educational vision building is crucial for enhancing principals' leadership effectiveness. Second, school principals are advised to improve the work environment, particularly in terms of providing recognition and appreciation to teachers and staff. Establishing a culture of appreciation through both formal and informal reward systems can enhance teachers' sense of being valued and, in turn, their work motivation. Third, school supervisors should focus on strengthening teachers' work motivation by enhancing professional commitment. Reinforcing a culture of professionalism through leadership by example and consistent performance evaluation can increase teachers' dedication to their duties and responsibilities. Finally, all education stakeholders are encouraged to adopt a collaborative and sustainable approach to human resource development within schools to foster a healthy and productive work climate.

REFERENCES

- Akbar, Rahman. "Pengaruh Gaya Kepemimpinan Kepala Sekolah Terhadap Motivasi Kerja Guru Di Sekolah Dasar." *Jurnal Administrasi Dan Kependidikan* 10, no. 1 (2023): 22–30.
- Andiani, Ellya, Hesti Fitria, and Eddy Sudirman. "Motivasi Guru Dan Kinerja Mengajar Dalam Perspektif Lingkungan Kerja." *Jurnal Manajemen Pendidikan Indonesia* 9, no. 1 (2024): 55–64.
- Arifin, Muhammad. *Kepemimpinan Kepala Sekolah Dalam Era Digital*. Jakarta: Prenadamedia Group, 2023.
- Arikunto, Suharsimi. *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta, 2018.

- Collie, Rebecca J., Erika C. Shapka, and Michael A. Wyn. "School Climate and Social Emotional Learning: Predicting Teacher Stress, Job Satisfaction, and Teaching Efficacy." *Journal of Educational Psychology* 104, no. 4 (2012): 1189–1204.
- Creswell, John W. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. 5th Ed. Los Angeles: SAGE Publications, 2018.
- Darmawan, Deni. *Metode Penelitian Kuantitatif*. Bandung: Remaja Rosdakarya, 2020.
- Dewi, Sari, and Hadi Santoso. "Lingkungan Kerja Dan Pengaruhnya Terhadap Kinerja Guru Di Sekolah Dasar." *Jurnal Ilmiah Pendidikan* 12, no. 3 (2021): 55–67.
- Fajar, Rina. "Hubungan Lingkungan Kerja Dan Produktivitas Guru." *Jurnal Manajemen Pendidikan Islam* 8, no. 2 (2022): 110–18.
- . *Psikologi Guru Dalam Menghadapi Era Revolusi Industri 4.0*. Bandung Alfabeta: Alfabeta, 2021.
- Fauzan, Hendra. "Dimensi Motivasi Kerja Guru: Kajian Teoritis Dan Praktis." *Jurnal Kependidikan Dan Keislaman* 9, no. 2 (2021): 108–15.
- Grayson, John L, and Hector K Alvarez. "School Climate Factors Relating to Teacher Burnout: A Mediator Model." *Teaching and Teacher Education* 24, no. 5 (2008): 1349–63.
- Hadi, Slamet. *Manajemen Lingkungan Sekolah: Teori Dan Praktik*. Yogyakarta: Deepublish, 2021.
- Harahap, Sari. "Analisis Kepemimpinan Kepala Sekolah Dan Lingkungan Kerja Terhadap Motivasi Guru Di Pematang." *Jurnal Pendidikan Dasar Nusantara* 6, no. 2 (2021): 70–78.
- Haryanto, Eko, and Siti Asari. "Komponen Lingkungan Kerja Dan Dampaknya Terhadap Motivasi Guru." *Jurnal Administrasi Pendidikan* 10, no. 1 (2022): 44–52.
- Hasibuan, Marzuki. *Manajemen Sumber Daya Manusia*. Jakarta: Bumi Aksara, 2020.
- Hidayati, Nurul, and Riko Prasetyo. "Pengaruh Kepemimpinan Kepala Sekolah Dan Manajemen Partisipatif Terhadap Motivasi Kerja Guru." *Jurnal Pendidikan Dan Manajemen* 9, no. 2 (2022): 1–12.
- Hulpia, Hester, Karine Devos, and Francisca Rosseel. "The Relationship between School Leadership and Teacher Motivation: A Meta-Analysis." *Educational Research Review* 6, no. 2 (2011): 125–36.

- Indraswati, Ratna, Rudi Marzuki, and Ahmad Nurdin. "Transformational Leadership and Teacher Motivation: A Structural Equation Model." *International Journal of Educational Management* 37, no. 1 (2023): 95–110.
- Jamaluddin, Dian Nisa Istofa, and Bety Suremi. "Pengaruh Kepemimpinan Kepala Sekolah Terhadap Motivasi Kerja Guru Di MA Swasta Nururroddhiyah Kota Jambi." *Jurnal Manajemen Dan Ilmu Pendidikan* 4, no. 1 (2022): 91–100.
- Junaidi, Mulyadi. "Kualitas Hubungan Sosial Dalam Lingkungan Kerja Guru." *Jurnal Kajian Pendidikan* 14, no. 1 (2022): 119–27.
- Klassen, Robert M., Timothy P. Y. Khan, and John L. T. Marie. "Teachers' Work Engagement, Burnout, and Motivation: A Meta Analysis." *Educational Research Review* 10 (2013): 30–44.
- Lestari, Siti, and Dedi Wahyudi. "Pengaruh Supervisi Akademik Terhadap Motivasi Kerja Guru." *Jurnal Pendidikan* 4, no. 1 (2020): 1–10.
- Maele, Dimitri Van, and Mieke Van Houtte. "Trust in School: A Pathway to Inhibit Teacher Burnout?" *Journal of Educational Administration* 49, no. 1 (2011): 46–58.
- Masterson, Mary, James O'Connell, and Laura Finley. "The Impact of Transformational Leadership on Teacher Motivation and Classroom Practice." *Teaching and Teacher Education* 96 (2020): 103177.
- Mulyadi, Slamet. *Motivasi Kerja Dan Etos Guru Profesional*. Yogyakarta: Deepublish, 2020.
- Mulyana, Asep. *Manajemen Pendidikan Dan Motivasi Guru*. Jakarta: Bumi Aksara, 2019.
- Mulyasa, E. *Manajemen Pendidikan: Teori Dan Aplikasi*. Bandung: Remaja Rosdakarya, 2017.
- Musthofa, Ahmad, Hesti Kusumawati, and Dwi Nurfajri. "Hubungan Antara Gaya Kepemimpinan, Lingkungan Kerja, Dan Profesionalisme Dengan Motivasi Guru." *Jurnal Kepemimpinan Pendidikan Islam* 8, no. 1 (2024): 41–53.
- Ningsih, Lina, and Dewi Fitriana. "Pengaruh Gaya Kepemimpinan Terhadap Kinerja Guru Melalui Motivasi Sebagai Variabel Mediasi." *Jurnal Manajemen Dan Supervisi Pendidikan* 6, no. 1 (2022): 25–38.
- Nugroho, Bambang, and Sugeng Santoso. "Pengaruh Kepemimpinan Responsif Kepala Sekolah Terhadap Motivasi Intrinsik Guru." *Jurnal Manajemen Pendidikan* 6, no. 2 (2019): 1–10.

- Nuraini, Ani. "Hubungan Antara Motivasi Dan Kinerja Guru Di Sekolah Dasar." *Jurnal Evaluasi Pendidikan* 6, no. 2 (2022): 97–103.
- Nurhidayati, Ratih, Dedi Setiawan, and Maya Lestari. "Pendidikan Sebagai Pilar Penguatan SDM: Tinjauan Konseptual Dan Strategi Implementasi." *Jurnal Pendidikan Indonesia* 13, no. 1 (2024): 1–12.
- Prayitno, Eko. *Psikologi Pendidikan Untuk Guru*. Surakarta: UNS Press, 2022.
- Putra, Andi, and Agus Wibowo. "Pengaruh Kepemimpinan Transformasional Kepala Sekolah Terhadap Motivasi Kerja Guru." *Jurnal Administrasi Pendidikan* 5, no. 3 (2020): 1–10.
- Ramli, Muhamad, and Rini Ninghardjanti. "Peran Kepemimpinan Kepala Sekolah Dan Lingkungan Kerja Dalam Meningkatkan Kinerja Guru." *Jurnal Manajemen Dan Supervisi Pendidikan* 9, no. 2 (2024): 123–34.
- Rinaldi, Muhammad, Amir Suhaimi, and John Dalle. "Analisis Motivasi Kerja Guru Dalam Perspektif Teori Herzberg." *Jurnal Pendidikan Dan Pembelajaran* 27, no. 2 (2021): 109–19.
- Rini, Anita, and Tina Lestari. "Dampak Sarana Dan Prasarana Terhadap Motivasi Guru." *Jurnal Pendidikan Dan Pembelajaran Dasar* 3, no. 2 (2021): 30–38.
- Robbins, Stephen P. *Prinsip-Prinsip Perilaku Organisasi*. Jakarta: Erlangga, 2015.
- Robbins, Stephen P, and Timothy A Judge. *Organizational Behavior. 17th Ed*. New Jersey: Pearson, 2017.
- Sanjaya, Wahyu. *Kepemimpinan Pendidikan: Konsep Dan Aplikasi Di Sekolah*. Jakarta: Kencana, 2023.
- Sari, Yuni, and Hadi Prasetyo. "Dimensi Lingkungan Kerja Dan Kaitannya Dengan Motivasi Intrinsik." *Jurnal Psikologi Dan Pendidikan* 5, no. 1 (2023): 42–51.
- Simanjuntak, Hendri. *Psikologi Pendidikan Untuk Guru*. Jakarta: Prenadamedia Group, 2021.
- Siregar, Sofian. *Statistik Parametrik Untuk Penelitian Kuantitatif: Dilengkapi Dengan Perhitungan Manual Dan SPSS*. Jakarta: Bumi Aksara, 2021.
- Skaalvik, Einar M., and Sidsel Skaalvik. "Teacher Self-Efficacy and Teacher Burnout: A Study of Relations." *Teaching and Teacher Education* 26, no. 4 (2010): 1059–69.
- Sugiyono. *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, Dan R&D (14th Ed.)*. Bandung: Alfabeta, 2020.

- Suhardi, Andi, and Maya Yuliana. "Kepemimpinan Transformasional Dan Motivasi Guru." *Jurnal Kepemimpinan Dan Manajemen Sekolah* 3, no. 2 (2021): 55–64.
- Sujiono, Budi. *Profesionalisme Guru Dan Motivasi Kerja*. Jakarta: Bumi Aksara, 2023.
- Sukardi, Teguh. *Manajemen Kepemimpinan Kepala Sekolah*. Malang: UM Press, 2020.
- Sukri, Muhammad, and Sari Yuliana. "Dampak Lingkungan Kerja Dan Kepemimpinan Terhadap Motivasi Guru Di Sekolah Negeri." *Jurnal Ilmu Pendidikan Nusantara* 11, no. 1 (2025): 50–60.
- Supriyadi, Teguh. "'Dimensi Kepemimpinan Kepala Sekolah Dan Pengaruhnya Terhadap Semangat Kerja Guru.'" *Jurnal Manajemen Pendidikan* 6, no. 1 (2021): 70–80.
- Sutrisno, Eko. "Evaluasi Formalitas Tanpa Tindak Lanjut Dalam Pendidikan Dasar." *Evaluasi Dan Supervisi Pendidikan* 18, no. 2 (2020): 42–50.
- Syalwa, Muhammad, and Amin Suriansyah. "Peran Guru Dalam Peningkatan Mutu Pendidikan Dasar." *Jurnal Ilmu Pendidikan* 17, no. 2 (2021): 85–94.
- Tambingon, Henry N. "Peran Kepala Sekolah Dalam Meningkatkan Motivasi Kerja Guru." *Jurnal Manajemen Pendidikan* 5, no. 2 (2020): 130–42.
- Tambunan, Anna Riana Suryanti, Fuad Abdul Hamied, and Wachyu Sundayana. "EFL Teachers' Motivation and Competence in an Indonesian Context as Assessed within the Framework of Maslow's and Herberg's Theories." *Indonesian Journal of Applied Linguistics* 8, no. 1 (2018): 68–78.
- Tanjung, Indra, and Anita Yuliana. "Faktor Lingkungan Psikologis Yang Mempengaruhi Motivasi Guru." *Jurnal Psikologi Pendidikan* 7, no. 1 (2023): 58–65.
- Thoonen, Erik E. J., Leonidas Oostvogels, Geert H. Slegers, and Vincent P. Pohlma. "How to Improve Teaching Practices: The Role of Teacher Motivation, Organizational Factors, and Leadership Practices." *Educational Administration Quarterly* 47, no. 496–536 (2011).
- Utami, Sari, and Maman Ramli. "Peran Kepala Sekolah Dalam Mewujudkan Lingkungan Kerja Yang Sehat." *Jurnal Administrasi Pendidikan* 4, no. 3 (2022): 88–96.
- Voto, Craig De, Anne Bergren, David Tomlinson, and Sarah McKenna. "Transformational Leadership and Teacher Motivation: Evidence from International Schools." *Educational Management Administration & Leadership* 51, no. 2 (2023): 245–63.

- Widodo, Agus. *Kolaborasi Dan Interpersonal Skill Dalam Kepemimpinan*. Bandung: Rosdakarya, 2022.
- Wulandari, S, and A Rahmawati. "Lingkungan Fisik Sekolah Dan Budaya Mutu." *Jurnal Administrasi Pendidikan* 8, no. 1 (2021): 78–89.
- Yukl, Gary. *Leadership in Organizations. 8th Ed*. New Jersey: Pearson, 2013.
- Yuliana, Maya, and Dedi Rahmat. "Model Kepemimpinan Yang Efektif Dalam Meningkatkan Motivasi Guru." *International Journal of Educational Policy* 4, no. 1 (2022): 10–19.
- Zarwini, Rahma, Lia Nur Ahyani, and Yuni Fitriani. "Persepsi Guru Terhadap Dukungan Kepala Sekolah Dan Implikasinya Terhadap Motivasi Kerja." *Jurnal Evaluasi Pendidikan* 13, no. 1 (2022): 67–75.
- Zeitlin, Abigail. "Teacher Motivation, Workplace Conditions, and Professional Development in Africa." RISE Programme Working Paper Series" 20/040 (2020): 1–9.